

poses. There is no normal school, but a number of teacher's institutes.

The new States of Iowa and Wisconsin have large and permanent funds, and are commencing excellent systems of schools; and the young State of California is also taking active and vigorous steps in the same direction.*

From the foregoing facts and statistics we deduce these results:

The average length of the schools of Maine, whose system is in a highly flourishing condition, is four months and three weeks; of New Hampshire, five months; of North-Carolina four months.

Maine distributes about 70 cents to the head of her white population; New Hampshire about the same; Connecticut, 95 cents; North-Carolina about 50 cents; Virginia, 8 cents; Connecticut nearly one dollar—Pennsylvania nearly the same as Connecticut; and New York and Ohio a fraction over one dollar each to their total white population.

North-Carolina, though her white population is 200,000 less than that of Kentucky, expends nearly as much as she does for educational purposes.

North-Carolina has a larger school fund than Maine, or New Hampshire, or New Jersey, (by \$1,500,000) or Maryland, or Virginia, (by \$600,000) or Massachusetts, (by \$500,000) or Georgia, (by \$1,600,000.)

North-Carolina has as many colleges as Georgia, more academies by 100, and 2,000 more common schools. The two States are about equal in white population.

North-Carolina has more colleges than South-Carolina, more academies by 100, and nearly three times as many children at school.

Virginia has 340,000 white population more than North-Carolina; yet the latter has quite as many colleges as the former, as many academies, and five or six hundred more public schools.

* I am indebted for these and other statistics, to the American Educational Year Book for 1856, to the American Journal of Education, to the Census of 1850, and the various Reports of Mr. Wiley, State Superintendent.